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ABSTRACT

The Multilingual Survival Skills Program provides instructional and support services to Haitian and Hispanic students. The program emphasizes the acquisition of English language skills, using the native language (Spanish, French, and/or Haitian Creole) to maintain and develop skills. The major goals of the program, in its second year of a three-year funding cycle, are to: (1) develop and implement a pilot program in Haitian Creole native language arts: (1) develop curriculum materials in Spanish for required content-area courses, focusing on the needs of illiterate and semi-literate students; (3) help students pass required courses for graduation, through a combination of bilingual content-area and English as a second language instruction and other necessary services; and (4) provide increased support services as needed. An assessment was conducted of objectives for English language development, native language arts, mathematics, science, social science and attendance. Students met the program objectives for attendance, language arts, science and social studies. Staff development, curriculum development, and parental involvement objectives were also met. A shortage of certified bilingual teachers and procedures for staff supervision were cited as areas of concern. Recommendations were made for improving the project. (MW)

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GEORGE W. WINGATE HIGH SCHOOL

MULTILINGUAL SURVIVAL SKILLS

PROGRAM

1984-1985

OEA Evaluation Report

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O.E.A. Evaluation Section Report

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Grant Number: GOO-830-2796

GEORGE E. WINGATE HIGH SCHOOL

Principal:
Dr. Robert Schain

Project Director:
Ms. Gloria Lemme

MULTILINGUAL SURVIVAL SKILLS PROGRAM

1984-1985

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A SUMMARY OF THE REPORT

The Multilingual Survival Skills Program, in its second year of a three-year funding cycle, continued to provide instructional and support services to Haitian and Hispanic students at George Wingate High School. The overarching program philosophy emphasized the acquisition of English language skills, using the native language (Spanish, French, and/or Haitian Creole) to maintain and/or develop skills when necessary. The major goals of the program were to:

1. develop and implement a pilot program in Haitian Creole native language arts;

2. develop curriculum materials in Spanish for required content-area courses, focusing on the needs of illiterate and semi-literate students;

3. help students pass required courses for graduation, through a combination of bilingual content-area and English as a second language (E.S.L.) instruction and other necessary services; and

4. provide increased support services as needed.

The target population consisted of 355 students of limited English proficiency (LEP). The program was staffed by a project director, two resource teachers (one Haitian Creole, one Spanish) and two educational assistants. The program also provided assistance and support to bilingual content-area teachers (Haitian Creole and Spanish) as well as E.S.L. teachers, and guidance staff.

Project objectives were assessed in English language development (Criterion Referenced English Syntax Test [CREST]); native language arts (teacher-made examinations); mathematics, science, social studies (teacher-made examinations); and attendance (school and program records). Quantitative analysis of student achievement data indicates that:

-- Students mastered an average of 1.5 CREST objectives per month in the fall and 1.4 CREST objectives per month in the spring, thus meeting the program objective.

-- Students attending native language arts courses achieved a yearly overall passing rate of 84.5 percent, exceeding the criterion set in the objective.

-- The 70 percent passing criterion in subject-area courses was met overall in science and social studies, and in mathematics in the fall.

-- The attendance rate of program students was significantly higher than that of the schoolwide population.

The following recommendations are offered for possible improvement:

-- Considering department-level status for the bilingual program to facilitate coordination of services to the LEP students.

-- Holding staff meetings for content-area chairpersons, the bilingual project director, and the resource teachers to explore ways to provide assistance to content-area teachers.

-- Assessing staff development needs for an in-service training program.

-- Examining the paraprofessionals' role in relation to classroom needs.

-- Improving the attitudes of staff, students, and parents toward the use of Haitian Creole for instruction by inviting guest speakers to present points of view on this matter and offer a forum for discussion of the relevant issues.

-- Considering holding parent meetings during evening hours or on weekends to attract more employed parents.

-- Reviewing students' records to determine academic deficiencies and to plan remedial and tutorial services.

ACKNOWLEDGEMENTS

The production of this report, as of all Office of Educational Assessment Bilingual Education Evaluation Unit reports, is the result of a cooperative effort of regular staff and consultants. In addition to those whose names appear on the cover, Eulalia Cabrera has interpreted findings, integrated material into reports, and has written report summaries. Patricia Fitzpatrick has spent many hours creating, correcting, and maintaining data files. Finally, Joseph Rivera has worked intensively to produce, correct, duplicate, and disseminate reports. Without their able and faithful participation, the unit could not have handled such a large volume of work and still produced quality evaluation reports.

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GEORGE W. WINGATE HIGH SCHOOL

MULTILINGUAL SURVIVAL SKILLS PROGRAM

1984-1985

Location:	600 Kingston Avenue Brooklyn, New York
Target Languages:	French, Haitian Creole, and Spanish
Year of Operation:	1984-1985: Second year of a three-year funding cycle
Number of Participants:	355 students of limited English proficiency
Principal:	Dr. Robert Schain
Project Director:	Ms. Gloria Lemme

I. INTRODUCTION

George W. Wingate High School serves a predominantly low-income, minority population of black, Hispanic, and Haitian students in the Crown Heights section of Brooklyn. The majority of the area's residents are native speakers of Haitian Creole or Spanish, the target languages of the Multilingual Survival Skills Program.

In recent years, articles in the New York Times, New York Magazine, and The Executive Educator have sought to explain the school's successful operation, citing the presence of strong leadership, coupled with an energetic and dedicated staff. The high school has provided bilingual instruction for Haitian and Hispanic students since 1975, through local, state, and federal funding sources. Its French/Haitian Creole bilingual program is

the largest such program for Haitian students in New York City. The Title VII staff members are perceived as advocates and vital resources by Haitian and Hispanic students, who frequently call upon them for assistance. As a result of the bilingual program, students participate in schoolwide activities including clubs, the honor society, and special educational offerings, such as the TOLLEPS (Training in Occupation and Language for Limited English Proficient Students) program for summer career exploration.

In 1984-85, the Survival Skills program served two groups of students who were of limited English proficiency (LEP): Spanish-speaking students and speakers of Haitian Creole or French. The basic program philosophy emphasized acquisition of English language skills, while maintaining and developing native language ability. The school's transition policy emphasized mainstreaming bilingual students and subsequent preparation for the Regents and Citywide examinations. The program provided instruction in English as a second language (E.S.L.), and native language skills, in addition to bilingual instruction in mathematics, science, and social studies. A pilot program, instituted for incoming Haitian Creole-dominant ninth graders, offered special sections of all content areas, as well as native language arts in Creole.

STAFFING AND SUPERVISION

During its second year of funding, the program continued to operate as described in the first year evaluation report.

The project operated under the supervision of the assistant principal (A.P.) for foreign languages as well as the A.P. for administration, guidance, and pupil services. A project director was responsible for the operation of both the Haitian and Hispanic components.

The director supervised the Title VII staff -- two curriculum specialists and two educational assistants. Content-area teachers (funded by tax levy, Pupils with Special Educational Needs [P.S.E.N.], and Chapter I) and Chapter I-funded paraprofessionals were supervised by their respective A.P.s. Because of this structure, bilingual program teachers were observed by monolingual English-speaking content-area chairpersons. While content-area chairs provided the support and resources of their respective disciplines, they did not generally have extensive experience in bilingual education.

Meetings were held on a regular basis for Title VII staff, but were more problematic to schedule for content-area teachers. Departmental obligations, building responsibilities, and union contract agreements made it virtually impossible to schedule common meetings for all staff members serving the LEP students, thereby resulting in limited communication across departments.

The teachers who represented the language groups targeted by the project appeared to be highly motivated. All teachers were licensed by the Board of Education and had passed written and oral competency examinations in the subject matter and in

English. The principal had made efforts to hire personnel with bilingual licenses in the subject areas taught, although staff teaching out of license remained a problem (see findings, below).

The educational assistants were bilingual, including those funded under Chapter I; two were alumnae of Wingate High School. A tax levy-funded Haitian Creole-speaking grade advisor was also part of the program staff. Paraprofessionals provided assistance in classrooms, and also performed clerical tasks as needed. One paraprofessional was assigned to the office to process new admissions from Haiti, and translated curriculum materials and memoranda into French.

LANGUAGE POLICY

The program has a policy of utilizing Haitian Creole for instructing students whose fluency in French and English is limited. In part because of cultural and historical reasons, however, there have been mixed sentiments about the use of this vernacular language among faculty, students, parents, and community members. In response to this situation, an official statement on language policy was in formation and scheduled for completion in fall 1985.

ENTRY AND EXIT CRITERIA

Students were placed in the program on the basis of a score below the twenty-first percentile on the English version of the Language Assessment Battery (LAB), and an English diagnostic writing skills test prepared by the E.S.L. department.

In general, students exited the program when they scored above the twentieth percentile on the LAB and were recommended for mainstreaming by the project director.

II. STUDENT CHARACTERISTICS

The Multilingual Survival Skills Program served 355 LEP students during the 1984-85 academic year. The Spanish-speaking LEP students represented just over 40 percent of the entire Spanish-speaking population of the school, while the Haitian LEP students accounted for nearly 90 percent of the Haitian population.

The following table presents the LEP population at Wingate High School:

TABLE 1

Home Languages of Wingate Students

Language	Number of Students	Percent	Number of LEP Students	Percent of Language Group
English	2,262	83	0	0
Haitian Creole	299	11	281	93
Spanish	169	6	71	43
Other	3	0	3	100
TOTAL	2,733	100	355	-

The Title VII program students were primarily from Haiti (79 percent) with the remaining 20 percent from Spanish-speaking countries. Table 2 presents information about program students' countries of birth.

TABLE 2

Number and Percent of Program Students by Language and Country of Birth

Language	Country of Birth	Number	Percent
Haitian Creole	Haiti	279	79
Spanish	Nicaragua	30	8
	Dominican Republic	17	5
	Puerto Rico	13	4
	Central and South America	11	3
English	Brazil	1	*
Vietnamese	Japan	1	*
French	Africa	1	*
TOTAL		353**	100

*Less than one percent.
**Data missing for two students.

- The majority (79 percent) of program students were Haitian Creole speakers.
- Twenty percent of the program students were reported to be native speakers of Spanish. Over one-third of the students in this group were born in Nicaragua. The next largest groups were born in the Dominican Republic and Puerto Rico.

The ninth and tenth grades had the largest numbers of students, as well as more females than males. The eleventh grade was evenly divided by sex, and males outnumbered females in grade twelve.

Program students tended to be overage for their grade placement, possibly because many came from rural areas where educational opportunities were limited. Some students were reported as entering the program with serious educational deficiencies. They required remediation, tutoring, or other support measures before they could perform at grade level. In some cases, there was a four or five grade-level gap which had to be bridged before the student could perform on par with program peers.

Table 3, which presents information about age and grade for program students, indicates that 76 percent of the students were overage. Of all overage students, the highest percentages were in grades nine and eleven.

By June, 56 percent of the students had been in the program for two years; 35 percent of the students were new to the program in September (see Table 4).

TABLE 3

Number of Program Students by Age and Grade

Age	Grade 9	Grade 10	Grade 11	Grade 12	Total
14	7*	1	0	0	8
15	16*	12*	1	0	29
16	28	22*	3*	0	53
17	21	26	12*	2*	61
18	24	32	23	9*	88
19	14	13	22	10	59
20	3	5	14	8	30
21	0	2	8	11	21
22	0	0	1	1	2
TOTAL	113	113	84	41	351**
Overage Students					
Number	90	78	68	30	266
Percent	80	69	81	73	76

*Indicates expected age range for grade.
**Data were missing for four students.

- Seventy-six percent of the program students were overage for their grade.
- Grades nine and eleven had the highest percentages of overage students (80 and 81 percent, respectively).

TABLE 4

Time Spent in the Bilingual Program*
(As of June 1985)

Time Spent in Bilingual Program	Number of Students				
	Grade 9	Grade 10	Grade 11	Grade 12	Total
<1 Academic Year	18	3	2	0	23
1 Academic Year	81	19	21	1	122
2 Academic Years	12	84	59	38	193
3 Academic Years**	3	3	2	2	10
4 Academic Years**	0	2	0	0	2
TOTAL	114	111	84	41	350***

*Rounded to the nearest year.
**Reflects participation in previous bilingual program at the school.
***Data were missing for five students.

- Over half of the students (193 or 55 percent) had been in the program for two years.
- One hundred forty-five students (41 percent) had been in the program for one year or less.

III. FINDINGS

Evaluation findings for the Multilingual Survival Skills Program reflect the results of standardized tests, analysis of program documents, materials and records, site visits, and interviews with project staff and participants.

The findings are presented by objectives, as proposed to and accepted by the Office of Bilingual Education and Minority Languages Affairs, U.S. Department of Education.

INSTRUCTIONAL COMPONENT

The students were enrolled in E.S.L., native language arts, and content-area classes. The E.S.L. component served beginning, intermediate, and advanced level students, starting with oral comprehension and grammar skills and progressing through writing, reading, and literature. In addition to the E.S.L. sequence, five English composition courses focused on writing and literature as students approached mainstreaming.

Native language arts (N.L.A.) classes were offered at the introductory, intermediate, and advanced levels in Spanish and French. Two levels of N.L.A. were offered in Haitian Creole. Advanced Spanish stressed the study of various cultures representative of the Spanish-speaking world. Haitian Creole-speaking students had the option of taking Creole for credit, which could be used to fulfill the foreign language graduation requirement. However, because of scheduling difficulties, advanced native language arts in Haitian Creole was offered at

a time when many students had lunch. As a result, only a small number of students enrolled in the class. Students who had a number of years of schooling in Haiti in the French language, continued their development of French through the French language arts sequence.

In the content areas, efforts to recruit bilingual subject-area teachers continued with limited success. As a result, the Spanish language component depended primarily on English language instruction coupled with translation and assistance from the bilingual paraprofessional staff. Course offerings for Spanish-speaking students included preliminary mathematics, general science, biology, and global studies in both the fall and spring. Class materials, translated by the Title VII resource specialist, served as study guides and supplements to texts available only in English. For functionally illiterate Hispanic students, curricular materials were developed in Spanish language arts, science, and social studies.

The existence of several Haitian Creole-speaking teachers among the school's faculty allowed for more bilingual content-area instruction in the Haitian component. Course offerings for Haitian students included three levels of mathematics (preliminary, upper elementary, and sequential), two levels of both general science and biology, three levels of global studies, political science, and economics. Many of the teachers assigned to these classes, however, were teaching out of license. Of staff serving project students, 18 are reported to

be certified according to their teaching areas, while 11 are reported to be teaching out of license.

In addition to participation in content-area, art, music, and physical education classes, program students at all levels were enrolled in additional mainstream classes. Program students were also offered non-credit classes in typing and computer literacy after regular school hours. Many students participated in these after-school classes, and others also participated in a summer E.S.L. program.

Unresolved Issues

The New York State Education Department cited the school in 1984-85 for non-compliance in providing mandated services to LEP students. While school personnel claimed to have taken steps to correct this situation, several problems continued to be evident during classroom observations made by members of the evaluation team. Classroom observations indicate that the use of English was extensive in content-area classes offered for Haitian Creole-speaking students. Staff were reported not to use or request materials in Creole, perhaps because of a belief in the greater appropriateness of French as a language of instruction. In classes for Spanish-speaking students, English was used for instruction. The teachers were assisted by the Spanish-speaking educational assistant, and some teachers used the materials translated by the resource specialist and the textbooks in Spanish provided by the program. Teachers reported that materials and instruction were "geared down" to facil-

itate students' comprehension of instruction.

Classroom observations indicated varying use of paraprofessionals, with some apparently determining instructional plans for slower students.

Additional Support For Students' English Language Development

Although reported student progress in E.S.L. exceeded the program's objective (see below), some teachers suggested that greater numbers of bilingual students would receive Regents diplomas if additional E.S.L. and English classes were offered to enable students to enroll in mainstream English classes. A review of student records indicated that student achievement in content-area courses and or Regents exams was high enough to qualify them for Regents diplomas, if they could obtain the needed English credits.

English As A Second Language

-- As a result of participating in the program, students will master an average of one English syntax objective per 20 days of instruction.

The assessment instrument used to evaluate the first objective in this area was the Criterion Referenced English Syntax Test* (CREST). The CREST was developed by the New York City Public Schools to measure mastery of the syntax skills presented in the E.S.L. curriculum. The CREST uses four items

*Extensive information on CREST syntax skills and psychometric properties are in the Technical Manual, New York City English as a Second Language Criterion Referenced English Syntax Test. Board of Education of the City of New York York, Division of High Schools, 100 Livingston St., Brooklyn, N.Y. 11201.

to measure each skill, and mastery is achieved when three of the four items are answered correctly. The test has three levels: beginning (1), intermediate (2), and advanced (3). Levels 1 and 2 each measure mastery of 25 skills, while Level 3 measures mastery of 15 skills.

The CREST was administered at the beginning and end of each semester. A mastery score to indicate gains was computed for each student by calculating the difference between pretest and posttest. The number of months of instruction between testings was computed for each student by multiplying the number of months between testings by the student's attendance rate. The number of skills mastered per month was calculated by dividing the mean mastery by the mean number of months of instruction between testings.

Table 5 presents the test results for students who were pretested and posttested with the same level. Of the students who were reported to be taking E.S.L. classes (level 1, 2, and 3), complete data (levels, pretest score, and posttest score) were available for 92.5 percent in the fall, and 91.3 percent in the spring.

Examination of Table 5 reveals that the program objective was achieved during the fall and spring semesters. In the fall, students mastered and average of 1.5 CREST objectives per month of instruction. In spring, mastery was 1.4 CREST objectives per month.

TABLE 5

Results of the Criterion Referenced English Syntax Test

Test Level	Number of Students	PRETEST Mean.	PRETEST S.D.	POSTTEST Mean	POSTTEST S.D.	MASTERY Mean	MASTERY S.D.	Mean Mastery Per Month
				FALL				
1	107	11.3	6.7	15.7	6.7	4.5	3.2	1.7
2	88	15.8	6.1	20.6	4.3	4.8	3.7	1.8
3	41	12.0	2.4	13.3	2.0	1.2	1.1	0.4
TOTAL	236	13.1	6.3	17.2	6.0	4.0	3.4	1.5
				SPRING				
1	61	12.3	7.1	17.3	6.0	4.9	2.9	1.8
2	111	15.4	6.2	19.3	5.0	3.9	3.0	1.4
3	61	11.8	2.7	13.6	1.7	1.8	1.9	0.7
TOTAL	233	13.6	6.0	17.3	5.3	3.6	3.0	1.4

- The program objective of mastering one CREST per month was met both semesters.

Native Language Arts

-- As a result of participation in the program, 70 percent of the students will score at or above the 65 percent passing criterion in native language courses of instruction.

Table 6 presents the passing rates of Hispanic and Haitian students in native language arts courses and the percent passing. Examination of Table 6 reveals that overall, the program objective was met. In the fall, 80.7 percent of the students reached the passing criterion. In spring, the passing criterion was achieved by # percent of the students.

Achievement was particularly high for Haitian students who attained an overall passing rate of 90 percent. Hispanic students surpassed the objective in the fall term only.

TABLE 6

Passing Rates for Native Language Arts Courses

	FALL		SPRING		TOTAL
Group	Number of Students	Percent Passing	Number of Students	Percent Passing	Overall Passing Rate
Haitian	173	89.0	153	91.0	89.9
Hispanic	37	76.0	40	48.0	61.4
TOTAL	210	80.7	193	82.1	84.5

- The objective was met: overall, students exceeded the proposed 70 percent passing rate.
- Achievement was particularly high for Haitian students.
- Hispanic students surpassed the objective in the fall term only.

Content-Area Subjects

-- As a result of participating in the program, students will score at or above the 65 percent passing criterion in mathematics, science, and social studies courses of instruction.

Table 7 presents the passing rates for program students in mathematics, science, and social studies courses each semester. A weighted average for the year was also computed.

Examination of Table 7 reveals that overall, the program objective was met. Seventy percent of the students achieved the passing criterion in content-area courses. Achievement was highest in science (76.6 percent), spring semester, and lowest in math (60.7 percent), during the fall. However, over 50 percent of the mathematics students were enrolled in fundamentals of math.

TABLE 7

Passing Rates in Content-Area Subjects

	FALL		SPRING		TOTAL
CONTENT AREA	Number of Students	Percent Passing	Number of Students	Percent Passing	Overall Passing Rate
Math	270	60.7	247	69.2	64.8
Science	346	68.5	334	76.6	72.5
Social Studies	298	70.4	292	73.3	71.8
TOTAL		66.6		73.4	70.0

- Overall, the program objective was met.
- Generally, performance was lower in mathematics than in the other subject areas; it was most consistent in social studies.

NON-INSTRUCTIONAL COMPONENT

Attendance

-- As a result of participating in the program, students' attendance will be significantly higher than the attendance of mainstream students.

As part of its overarching goals, the program sought to promote student attendance and, accordingly, reduce the dropout rate for its students. Specific support services provided for bilingual students during 1984-85 to achieve these goals included counseling (academic, individual, and group), career and vocational advising, out of school referrals, family contact, and tutorial services.

Counseling. Since 1982, one Haitian grade advisor had been responsible for providing counseling, grade advising, and guidance functions to all the Haitian students in the school. As a result, the project director, program staff, and classroom teachers assumed a variety of counseling duties. Another bilingual grade advisor was hired to serve the Hispanic students in fall, 1985, relieving the project director of the scheduling and programming responsibilities she performed for this group.

Placement. The grade advisor was responsible for evaluating transfer credits and approving academic programs, as well as reviewing credits for graduation. Specific strategies were established to ease the transition to the American high school setting for incoming bilingual students. These new entrants spent one term in the tenth grade pending a more definitive placement recommendation based on in-class performance. Grades for new arrivals during this first semester were not computed

into the students' cumulative index. Since most program participants entered Wingate High School directly from Haiti, a substantial responsibility of the grade advisor involved evaluation of foreign transcripts and credits, necessitating detailed knowledge about the Haitian educational system.

Career Advisement and Activities. The Metroguide computer system was available to help students become aware of career choices. A survival guide for students was drafted in French and was to be disseminated to French-speaking students in September 1985. Versions in Haitian Creole and Spanish were expected to be completed. As a result of site visits by the Civil Rights Unit of the New York State Education Department to study access and treatment of LEP students in vocational education programs, an increased number of LEP students have entered the Medical Science Institute, the flight program, and college bound program at Wingate High School. The Board of Education's TOLLEPS program now offers an afternoon and summer program of instruction in typing and computer literacy for LEP students at the school.

Other Activites and Honors. Students participated in a number of out-of-school activities, such as college and career fairs, and special speakers were invited to address the Haitian students' club meetings. In addition, more LEP students participated in diverse schoolwide activities, including the newly formed Principal's Council, intended to improve relations among the various ethnic groups at Wingate High School.

There continue to be outstanding students among the LEP

population. Last year, a former bilingual program student received a United Federation of Teacher's scholarship and graduated fourth in the class. Program students have shared in schoolwide honors, including scholarships, honor roll membership, and Regents diploma awards. Students were also included for the first time in the Parents Advisory Committee, in which they participated actively.

Unresolved Issues. Project staff reported a long-standing need for a family assistant to visit students' homes to discuss school-related problems and concerns. Another area of need was for specialized guidance training, under the auspices of the school or the Board of Education's Division of High Schools. Such meetings, conferences, and training sessions would enable the bilingual grade advisor to establish contacts with professional counterparts in other bilingual high school settings, thereby increasing communication and resources. Appendix A presents a listing of the support services offered to program students.

Attendance and Dropout Outcomes. To assess the proposed objective in this area, a comparison was made of the attendance rates of program and mainstream students.

Since the school's attendance rate includes the attendance of program students, statistical significance between program and school attendance was determined through the application of a z-test for the significance of a proportion*. This procedure

*Bruning, J.L. and Kintz, B.L.; Computational Handbook of Statistics; Scott, Foresman and Company, 1968.

tests whether the difference between one proportion (the program's attendance) and a standard proportion (the school's attendance) is greater than what can be expected by chance variation.

The attendance for program students was 91.64 percent, approximately 16 percentage points above the schoolwide attendance rate (75.55 percent). The z-test results (z=6.92) indicated that the difference in attendance rates is statistically significant ($p:<.01$). The program objective was thus met.

Table 8 presents the number of students who left the bilingual program during the year. Examination of the table reveals that only 20 students left the program for unknown reasons -- a dropout rate of 6 percent.

TABLE 8

Number of Students Leaving the Program

Reason For Leaving	Grade 9	Grade 10	Grade 11	Grade 12	Total
Fully mainstreamed	0	6	1	0	7
Discharged or transferred to alternative program	9	9	8	2	28
Graduated	0	0	5	30	35
Returned to native country	3	0	0	0	3
Other	5	7	4	4	20
TOTAL	17	22	18	36	93

- Of 93 students who left the program, 35 (38 percent) graduated.
- Twenty-eight students (30 percent) were discharged or transferred to an alternative program.

Staff Training

-- Ten program staff members will enroll in at least one teacher education course each semester.

-- Ten program staff members will participate in interdisciplinary workshops, conferences, or symposia held outside school, each semester.

The scope and range of staff training activities during the second project year represented a major improvement from the previous year. Formal, ongoing, and varied in-service training activities were instituted specifically for the bilingual program staff. These efforts included academic training in local colleges and universities, as well as on-site staff development at Wingate conducted by project staff and external consultants. Diverse training resources were used throughout the project year, including the New York City Board of Education and the Bilingual Education Multifunctional Service Center (BEMSC) at Teachers College. Staff members had the opportunity to attend local, regional, statewide, and national conferences for staff development and training.

In order to improve the instructional component of the program, increased on-site staff development was scheduled through the Bilingual/E.S.L. Unit at the New York City Board of Education. Teacher trainers met with content-area department chairs and bilingual staff to discuss bilingual education theory and E.S.L. methodology and to facilitate the content-area chairs' evaluations of the bilingual teachers within each department. During the spring semester, a special series of workshops was offered for content-area bilingual teachers and

department chairs.

Technical assistance was provided by the New York City Board of Education Office of Bilingual Education in program management, and native language arts (French, Creole, and Spanish) by the foreign language unit of the N.Y.C. Board.

The BEMSC at Teachers College provided on-site technical assistance in program management. Bilingual grade advisors were trained in managing counseling services for LEP students. In addition, all teachers serving bilingual students were offered training through the BEMSC teacher training workshops. One teacher participated in the BEMSC language academy during summer 1984 and several teachers attended BEMSC conferences.

Many teachers within the program have taken advantage of the tuition provided by Title VII funds to improve their skills in the delivery of services to LEP students, and have taken graduate courses in content areas and bilingual education, E.S.L. methodology, cross-cultural counseling, program management, and Creole grammar. Most teachers are candidates for advanced degrees in science, social studies, foreign language instruction, bilingual education, counseling, and E.S.L. methodology. Appendix B presents information about staff development held during the academic year.

Curriculum Development

-- By the end of the project, the curriculum specialists will have developed curriculum guides in Spanish and Haitian Creole for each of the following areas: native language arts, mathematics, science, and social studies.

During 1984-85, the project surpassed its objective in the development of curriculum materials. The resource specialists, prepared and/or adapted materials in Spanish, math, and science, and in native language arts in Spanish and Haitian Creole.

Materials development in Haitian Creole was a major project activity, focusing on native language arts and content-area instruction. A significant accomplishment during this project year was the completion of native language arts levels I and II, with level III in progress and scheduled for completion in fall, 1985. These materials fill a gap for the native language arts instructional areas. It was reported that feedback on these materials is limited, since there are few choices of field test sites where Haitian Creole native language arts are taught.

Creole materials were also developed in social studies and in mathematics. The program began to implement the new general science curriculum, (prepared under a central board Title VII project) in a pilot test in the general science classes. In addition, materials were prepared in French for the new social studies curriculum, global studies 1 and 2. Similar materials were being prepared for global studies in Creole.

In the Spanish component, materials were being prepared in native language arts and in general science. Additional materials were prepared by the Board of Education and were made available through the Curriculum and Library Services Unit.

In addition to class-specific materials, the Title VII project translated school documents, such as the requirements for high school graduation and financial aid information, in addition to general information materials distributed to the parents periodically.

Appendix C presents detailed information about curriculum development activities in Haitian Creole and Spanish during 1984-85.

Parental Activities

-- The program will hold at least six parental meetings each semester, in which project staff and guest speakers will present information on career options.

Parent meetings were scheduled at least six times during the project year, and included both parents and students. In the meetings, project staff and guest speakers addressed parent-generated topics. Minutes of parent meetings indicate concern about the policy of using Haitian Creole for instruction. Haitian parents continued to demonstrate a need for increased awareness about the pedagogical rationale for the use of Haitian Creole rather than French. Several parents also questioned the continued lack of adequate staffing for the Spanish bilingual component. In addressing this concern, the principal informed parents of transfer options to nearby schools with

large numbers of Hispanic students and increased Spanish bilingual services.

Staff members reported that greater numbers of parents would attend parent meetings if they were scheduled during evening hours, or possibly off-site, on weekends. An improved system for reaching parents was instituted through direct mailings rather than distributing information via students.

IV. CONCLUSIONS AND RECOMMENDATIONS

CONCLUSIONS

During its second year of operation, the Multilingual Survival Skills Program successfully met its academic objectives, as well as objectives in student attendance, curriculum development, and parental involvement. Staff development efforts were greatly improved and expanded. Moreover, the commitment of program staff to serve the target students was clearly evident.

At the same time, however, issues remain which challenge program staff. These include a shortage of certified Spanish-speaking bilingual content-area teachers, the use of Haitian Creole for instruction, coordination of supervision of bilingual staff, and staff development.

The citywide shortage of qualified bilingual subject-area teachers has been noted at Wingate, where there is a continuing need to identify Spanish-speaking instructional staff and many other staff members are meeting school needs by working outside their area of license.

A major program focus is on teaching Creole, and using it as a medium of instruction with students for whom it is the native language. This continues to be an area of controversy in the school, reflecting strongly-held and differing opinions withn the Haitian community. Because Creole is the primary or sole language of a number of Haitian immigrant students, its use for developing literacy and cognitive skills appears to be

educationally sound. In recognition of this, the New York City Board of Education has recognized the importance of Creole literacy, and as of 1984-85, offers a bilingual license examination for teachers of secondary mathematics and science in Haitian Creole. Moreover, New York State has included Haitian Creole among the languages used for alternative testing for LEP students who enter school after the eighth grade and do not pass English reading and writing Regents Competency Tests.

Many of the most articulate and linguistically advantaged members of the Haitian community were not enthusiastic about what amounted to a challenge of language supremacy. The program will have to continue to inform students, parents, staff, and the wider Haitian community of the need to use Creole as the language for instruction for students whose French literacy is limited. Dissemination of the school's language policy should help in this area.

Supervision of bilingual content-area teachers is currently the responsibility of their respective department chairpersons, who can provide support in their discipline, but have limited familiarity with issues in bilingual education. Currently, the project director does not contribute her expertise to the supervision process. In addition, the departmental structure makes it difficult for staff serving bilingual students to meet and discuss common concerns.

Staff development efforts have increased in both quantity and quality. Commendably, many teachers appear to be seeking training in areas in which they may be teaching out of license.

Given the number of activites provided, it would be appropriate to conduct a needs assessment to assist in planning future staff development activities.

RECOMMENDATIONS

The following recommendations are suggested for improved program implementation.

1. Department-level status might be considered for the bilingual program in view of the extensive inter-departmental linkages, articulation, policy formation, and teacher supervision that are required by such a program which now functions across several departments. A department under one head would facilitate coordination of all services to LEP students and possibly enhance communication among all providing the services. It may be particularly important in disseminating and implementing a language policy for Haitian Creole-speaking students.

2. Formal staff meetings are recommended for content-area chairs, the bilingual project director, and the resource teachers to explore the best means to observe and assess teachers' performance and to provide feedback, resources, and assistance to the content-area teachers. Further, once these means have been identified, the role of the resource teacher must be made clear to everyone. Teachers, in particular, need to be made aware of the range of services available to them through the resource teacher, and the benefits of these services in their classes.

3. Staff development needs should be assessed to develop a teacher training component for all teaching and project staff. Local technical assistance centers, such as the BEMSC at Hunter College, could be contacted to identify in-service needs assessment instruments and for assistance in developing a needs-based in-service training program. Such a program would address the existing need of Haitian teachers for training in language teaching and of bilingual teachers in materials development and use.

4. The paraprofessionals' role should be examined in relation to classroom needs and staff skills in order to make optimal use of the resources available to students.

5. Intensified efforts need to be made to improve attitudes toward the Haitian Creole language among students, teachers, parents, and the community. The program might invite guest speakers to present points of view on this matter and offer a forum for discussion of the relevant issues.

6. Parent meetings should be offered at hours convenient for employed parents. Evening and/or off-site weekend meetings might be considered as an alternative to the present school-hour meetings.

7. Students' records should be carefully reviewed to determine significant grade-level difficiencies and to plan remedial and tutorial services needed. It is important that students be prepared to take the high level English courses required for a Regents diploma.

V. APPENDICES

APPENDIX A

Support Services Provided to Title VII
Project Participants: 1984-85

Type of Service	Staff Responsible	Frequency of Service	Language(s) Offered
Counseling:			
Academic Career College	Counselor,Teachers	Monthly	English,Creole, French,Spanish
Referrals	Project Director, Counselor, Teachers	Monthly	English, Creole,Spanish
Peer Tutoring	Teacher assigned to supervise tutors	Four Days per week	English,Creole, French,Spanish
Family Contact	Project Director Counselors, Teachers	Ongoing	" " " "
Parent Workshops	" " " "	Bimonthly	" " " "
Advisory Committee	All Title VII Staff	Semesterly	" " " "

APPENDIX B

Staff Development: 1984-85

Strategy	Description	Staff Attending	Speaker or Presenter
Meetings	Dept. Meetings	All Staff Members	Each Dept. A.P.
	Foreign Language Department	All Bil, NLA & ESL Teachers	A.P. For. Lang.
Workshop On-Site	Guidance Assistance	Project Director Bil. Grade Advisor	H.Rosario,BEMSC
	Time Management	Title VII Staff	H.Rosario,BEMSC
	ESL Methodology for Bil. Teachers	A.P. Supervision, Bil., ESL, NLA Teachers	Dr. Slater, Ms. Zaffran
	Technical Assistance	Bil., ESL, NLA Teachers	Dr. Slater, Bil./ESL Unit
Other	ESL Demo Lesson	Tax-Levy Teachers Title VII Staff	Dr. Slater
Off-Site	SABE Conference	Project Director Resource Spec.	Varied
	NABE Conference	Project Director	Varied
	Bank St. College Haitian Conference	Project Director 4 Teachers	Varied
	BEMSC: Teacher Training H.S. Round Table Instructional Fair	Project Director Resource Spec.	Varied
	NYS Ed. Dept. Leadership Instit.	Project Director Bil. Grade Adv.	Varied

APPENDIX C

Title VII-Funded University Training 1984-1985

Staff Title	Institution of Higher Education	Course Title	Number of Credits
Project Director	Teachers College	Internship-Educational Administration	3
		Cross-cultural Counseling	3
Resource Specialist (Spanish)	New York University	Bil. Ed. Theory and Practice	3
		Adm. & Superv. of F.L. Instruction	3
Resource Specialist (Haitian)	Hunter College	Twentieth Century French Fiction	3
		Balzac & Stendhal	3
	New York University	Problems of Grammatical Analysis	4
E.S.L. Teacher	New School	Language Teaching and Learning	2
E.S.L. Teacher	New York University	Stuttering:Theories & Therapy	3
E.S.L. Teacher	Adelphi University	Creative Arts for Exceptional Child	3
N.L.A. Teacher (Spanish)	New York University	Cross-Cultural Counseling	3
N.L.A. Teacher (Haitian)	Bank St.College	Structures of Basic Creole	3
Bil. Soc. Studies Teacher (Haitian)	CUNY Grad Center	Intro. to International Studies	3
		Teaching E.S.L.	3
		American Political Sys.	3
Bil. Math Teacher (Spanish)	NYC Tech. College	Fundamentals of Math	4
Bil. Math Teacher (Haitian)	Teachers College	Fund. Computing	3
Bil. Grade Adv.	Long Island Univ.	School District Admin.	3
		Cultural Pluralism	3

APPENDIX D

Curriculum Development 1984-85:
Native Language Arts: Haitian Creole

Curriculum or Materials	Status
Grammar for LC2n adapted from Ann Reflechi Sou Lang Nou Pale an	Completed and In Use
Lesson plans and activities for LC1N	In progress (on-going activity)
Lesson plans and activities for LC2N and LC3N	" " "
Course of Study for LC2N	Completed and In Use
Course of Study for LC3N	In Progress

Curriculum Development 1984-85

Content Areas: Math and Social Studies (Haitian Creole)[a]

Curriculum or Materials	Status
Unit of Lessons on Volume Area and Perimeter	Completed and In Use
Placement Exam (Ninth Grade)	" " " "
Various Exams	" " " "
Map skills: Latitude and Longitude	" " " "
Prehistoric Period	" " " "
The Dark Ages	" " " "
India, Japan, Africa, China	In Progress
MAPS: West Indies, The Americas, Haiti and Dominican Rep. The World	" "

[a] All math and social studies materials were adapted from other sources and parallel mainstream curricula.

Curriculum Development 1984-85:

Bilingual Content-Area Materials in Spanish

Curriculum or Materials	Status
Gen. Science II (Light and Sound)	Completed
Gen. Science II (Soil, Parts of Earth, Reproduction)	In Use
Gen. Sci I (Measurements, Matter)	Completed
Global History I (Review sheets, Exams)	"
Global History II (Exams)	In Use
Span. Native Language Arts - Courses of Study*	" "
Span. Native Lang. Arts (Culture, Christmas Practices)	In Progress
Math (Integrated Logic, Monomials)	In Use

* Originally Developed